Department for Education

Early years foundation stage profile results in England, 2016/17

Technical document

October 2017

Contents

Summary

This Statistical First Release (SFR) provides the latest information at both national and local authority level on achievement outcomes at the end of the Early Years Foundation Stage (EYFS).

This SFR includes information on:

- The percentage of children achieving a Good Level of Development (GLD)

- The percentage of children achieving at least the expected level across all 17 early learning goals

- The average total point score across all the early learning goals

- The gender attainment gap for each measure

- The percentage of children achieving each assessment rating within the early learning goals

- The achievement gap between the lowest 20% of children and all children

This document provides information on the methodology involved in the production of this data – from collection through to publication - and information relating to the quality of the statistics.

Background

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five). It should support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers. This information should help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The Profile is also designed to inform parents or carers about their child's development against the early learning goals (ELGs).

Following an independent review of the EYFS, a new Profile was introduced in September 2012 and the first assessments using the new Profile took place in summer 2013.

The profile and EYFS have a stronger emphasis on the three prime areas which are most essential for children's healthy development. These three areas are: communication and language; physical development; and personal, social and emotional development. The Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the 17 ELGs. As the content changed between the old and the new profile, comparisons cannot be made with pre 2013 EYFSP results.

Further information on the EYFS Profile assessment and reporting arrangements, alongside other EYFS resources, can be found on the early learning and childcare web page.

Areas of learning and learning goals

The EYFS framework contains 17 early learning goals in seven areas of learning covering children's physical, intellectual, emotional and social development;

Area of learning		Early learning goal	Part of the good level of development measure
Prime areas of learning	Communication and language	1: Listening and attention	Yes
		2: Understanding	Yes
		3: Speaking	Yes
	Physical development	4: Moving and handling	Yes
		5: Health and self-care	Yes
	Personal, social and emotional development	6: Self-confidence and self-awareness	Yes
		7: Managing feelings and behaviour	Yes
		8: Making relationships	Yes
Specific areas of learning	Literacy	9: Reading	Yes
		10: Writing	Yes
	Mathematics	11: Numbers	Yes
		12: Shape, space and measures	Yes
	Understanding the world	13: People and communities	No
		14: The World	No
		15: Technology	No
	Expressive arts, designing and making	16: Exploring and using media and materials	No
		17: Being imaginative	No

The assessment scales

The EYFS Profile captures the areas of learning as a set of early learning goals. Children are assessed against the 17 early learning goals.

Assessment rating

1 – Indicates a child who is at the emerging level at the end of the EYFS.

2 - Indicates a child who is at the expected level at the end of the EYFS.

3 –indicates a child who is at the exceeding level at the end of the EYFS.

A – Indicates a child who has not been assessed due to long periods of absence, for instance a prolonged illness, or arrived too late in the summer term for teacher assessment to be carried out, or for an exemption.

For more detailed information on the assessment scales see the EYFSP handbook.

Data collection and processing

Data collection

The source of data for this publication is the Early Years Foundation Stage profile (EYFS Profile) collection, an annual statutory child-level collection from all local authorities in England, which runs from June to the end of August.

All English providers of state-funded early years education, including: Academies; Free Schools; and private, voluntary and independent (PVI) providers are within the scope of the EYFSP data collection.

Local authorities (LAs) are required to collect and report to the Department for Education (DfE), the summary results for:

- all children at the end of the EYFS in their state-funded schools and nurseries;
- children in PVIs where the child is still in receipt of government funding at the end of the EYFS (the funding for a child in a PVI provider ceases in the term following the child's 5th birthday).

The Statistical First Release therefore covers all types of schools or early education providers that deliver the EYFS to children in receipt of a government funded place.

Further information on the data items collected in the EYFSP return can be found in the collection guide. This and other documents useful for the completion of the return can be found on the DfE collection website.

Data cleaning

Schools and early years providers submit data to their local authority who then load the data into the DfE bespoke data collection system: COLLECT (Collections On-Line for Learning, Education, Children and Teachers).

The system is stored securely on DfE servers and is accessed by local authorities via the internet, with each local authority given secure log in details.

COLLECT has built-in validation rules which identifies invalid data or where the quality is questionable. This allows local authorities to identify errors and clean the data before they submit it to the DfE. Validation rules can either be errors (data is invalid) or queries (data quality is questionable but could be accurate in certain circumstances).

Local authorities are encouraged to clean all errors and double-check data where queries are flagged. Notes can be added to their return if there is a genuine reason for "unusual" data.

Coverage

Tables include results for those children who were in receipt of a government funded early education place at the end of the EYFS only. Children who are not in receipt of a funded place at the end of the EYFS are not in the scope of the Department's EYFS Profile data collection and therefore not included in the results.

The results are for funded children who were assessed at the end of the 2016/2017 academic year. Children who have been held back will be included in the results cohort for the year in which they are assessed and so these tables may include results from some children outside of the usual EYFS age range.

Ordinarily the EYFS Profile must be completed in the final term of the academic year in which the child reaches the age of five, the only exceptions being:

- Where an exemption from all or part of the EYFS assessment arrangements has been granted for the setting by the Secretary of State for Education; or
- Where a child is continuing in EYFS provision beyond the year in which they turn five.

The following records are **excluded** from the tables:

- Children with an "A" (exemption) recorded against any area or goal in their EYFS Profile
- Service children – children of parents in the armed forces in overseas schools

Interpretation of tables

Table 1 – The average total point score (across all the early learning goals), by year, gender and local authority.

This table provides the average total points score across all the early learning goals. A child is assigned one point for an emerging ELG, two points for an expected ELG and three points for an exceeding ELG. The information in the table is split by year, gender and local authority and shows the gap between girls and boys.

Table 1 - The percentage of children achieving at least the expected level across all 17 early learning goals, by year, gender and local authority.

This table provides the percentage of all eligible children achieving at least the expected level across all 17 of the early learning goals. The information in the table is split by year, gender and local authority and shows the gap between girls and boys.

Table 1 - The percentage of children achieving a good level of development, by year, gender and local authority.

This table provides the percentage of children achieving a good level of development (GLD) at the end of the EYFS. A good level of development is defined as achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics. The information in the table is split by year, gender and local authority and shows the gap between girls and boys.

Table 2a – EYFSP attainment by each early learning goal in the prime areas of learning.

This table provides, for each of the prime areas of learning, the percentage of all eligible children achieving at least the expected level and the percentage of children exceeding the expected level of learning across all early learning goals in the area of learning, and for each of the early learning goals, the percentage of all eligible children achieving an assessment rating of emerging, expected, exceeded and at least expected. The information in the table is split by year, gender and local authority.

Table 2b - EYFSP attainment by each early learning goal in the specific areas of learning.

This table provides, for each of the specific areas of learning, the percentage of all eligible children achieving at least the expected level and the percentage of children exceeding the expected level of learning across all early learning goals in the area of learning, and for each of the early learning goals, the percentage of all eligible children achieving an assessment rating of emerging, expected, exceeded and at least expected. The information in the table is split by year, gender and local authority.

Table 3 – The average total point score distribution across all the early learning goals by local authority.

This table provides the percentage inequality gap for each local authority area, between the lowest achieving 20% and all children. The calculation of the achievement gap is carried out as follows:

$$\text{Percentage inequality gap in achievement} = \frac{[\text{Median total point score}] - [\text{Mean total point score for lowest 20 per cent of performers}]}{[\text{Median total point score}]} \times 100$$

For example, in England, the median score is 34 and the mean score for the lowest 20 per cent of children is 23.2 The absolute gap in achievement is 10.8 points which expressed as a percentage of the median score (34 points) is 31.7 per cent.

The lowest 20% of children are selected by sorting all eligible child records in ascending order by total EYFS Profile score and then selecting children up to the 20th percentile i.e. the first fifth of children. The number of children in the first fifth is calculated by taking the

total number of children, dividing by five and then rounding down if the number returned is not a whole number. For example: (a) if a local authority had 500 children then the lowest 20% would be the first 100 children listed (b) if a local authority had 259 children, then the lowest 20% would be the first 51 children listed.

This approach is taken even if the child ranked next in the list after the 20% cut off point has the same score as a child included in the lowest 20%. For example, if it was calculated that the first 100 children in an LA would be included in the lowest 20% but both the 100th and the 101st child in the list had a total EYFS Profile score of 30, this would not change the cut-off point. The 101st child would not be included in the lowest 20%.

Rounding conventions

Rounding and suppression is applied to the data. The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

The Department for Education does not publish school level data for EYFSP results. Statistics for the Isles of Scilly have therefore been suppressed because there is only one school in the Isles of Scilly.

Percentages in the main tables have been rounded to one decimal point which may result in some percentages not summing to 100.

Within the underlying data, where any number is shown as zero (0), the original figure submitted was zero. Regional and National totals have been rounded to the nearest 10 and an asterisk (*) has been used to indicate that data for this LA is suppressed as it is based on a single school.

Data quality and uses

Returns were received from 100% of expected schools and early years settings. The total number of children in the 2017 cohort reported on in this SFR is 669,919. This is made up of 326,859 girls and 343,060 boys.

EYFSP Year	Number of records returned by LAs	Number of records excluded from tables	Number of records reported on in SFR
2013	646,031	2,479	643,552
2014	643,577	2,069	641,508
2015	656,716	1,700	655,016
2016	670,874	1,723	669,151
2017	671,528	1,609	669,919

Time series compatibility

The EYFS Profile is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five).This is the ninth year that schools and early years' settings have been under a statutory obligation to send full data for every individual child.

The new Profile introduced in September 2012 (and first reported in 2013) requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 early learning goals (ELGs).

The new Profile's 'emerging', 'expected' and 'exceeding' scale are very different to the previous Profile's 117 point scale and the number of early learning goals was reduced. This has led to a break in the time series as the results for 2012 and earlier are not comparable with 2013 onwards.

The Good Level of Development (GLD) measure for the new Profile is also different as the Early Learning Goals have changed, and it includes mathematics and literacy as the Government believes a good foundation in these areas is crucial for later success. The content is therefore slightly more stretching. As the content of the GLD measure has changed, it is not possible to compare results for the new Profile with previous years.

Uses of data

The main use of these statistics is by the Department for Education to provide advice to Ministers for policy monitoring and setting future policies.

Other users

The main known external users of these statistics are local authorities who use the information to compare themselves with regional and national averages and to benchmark themselves against other authorities.

Other users include:

- Department of Health – use 'Good Level of Development' indicator within the Public Health Outcomes Framework.

- Child Poverty Unit – use 'Good Level of Development' indicator to inform policies.

- Other UK government departments for comparison purposes.

Revisions

This publication is produced using a final version of the dataset and we do not plan to make any revisions to this publication. If we later discover that a revision is necessary, this will be made in accordance with our revisions policy.

Further Releases

The data underlying this release is available in CSV format on the department's statistics website (Statistics: early years foundation stage profile).

Additional tables providing characteristic breakdowns of EYFSP results will become available on the EYFSP website from 30 November 2017.

Feedback and user engagement

Feedback on methodology and presentation is welcomed and encouraged. If you have any comments on the information collected, the timing or format of our outputs or whether these statistics are meeting your requirements, please email:
EarlyYears.STATISTICS@education.gov.uk

Definitions

The full Guidance Notes relating to the EYFS Profile can be viewed at the DfE [collection website:](#)

- **Area of Learning** – Refers to the grouping of children`s learning and development into seven areas. There are three prime areas which focus on the earliest experiences which are foundations for learning: Personal, social and emotional development, Communication and language and Physical development. There are four specific areas in which the prime skills are applied: Literacy, Mathematics, Expressive arts and design and Understanding the world.

- **Early learning goal (ELG)** – A collection of statements which sets out the expected level of attainment at the end of the EYFS. There are 17 ELGs drawn from seven areas of learning.

- **Emerging development** – Describes attainment at a level which has not reached that expressed by the ELGs.

- **Expected development** – is the development expected by the end of the EYFS and is described by 17 ELGs drawn from seven areas of learning.

- **Exceeding development** – describes attainment beyond that which is expected at the end of the EYFS.

- **Good level of development** – children will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and; the early learning goals in the specific areas of mathematics and literacy.

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